

40 DEVELOPMENTAL ASSETS

Search Institute has identified the following building blocks that help young people grow up healthy, caring and responsible.

	CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	SUPPORT	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</p> <p>3. Other adult relationships—Young person receives support from three or more non-parent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p>
	EMPOWERMENT	<p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, at school, and in the neighborhood.</p>
	BOUNDARIES & EXPECTATIONS	<p>11. Family boundaries—Family has clear rules and consequences.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence—Young person's best friends encourage him or her to do well.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p>
	CONSTRUCTIVE USE OF TIME	<p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
INTERNAL ASSETS	COMMITMENT TO LEARNING	<p>21. Achievement motivation—Young person is motivated to do well in school.</p> <p>22. School engagement—Young person is actively engaged in learning.</p> <p>23. Homework—Young person reports doing at least one hour of homework every day.</p> <p>24. Bonding to school—Young person cares about her or his school.</p> <p>25. Reading for pleasure—Young person reads for pleasure three or more hours per week.</p>
	POSITIVE VALUES	<p>26. Caring—Young person places high value on helping other people.</p> <p>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty—Young person "tells the truth even when it is not easy."</p> <p>30. Responsibility—Young person accepts and takes personal responsibilities.</p> <p>31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
	SOCIAL COMPETENCIES	<p>32. Planning and decision-making—Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.</p>
	POSITIVE IDENTITY	<p>37. Personal power—Young person feels he or she has control over "things that happen to me."</p> <p>38. Self-esteem—Young person reports having a high self-esteem.</p> <p>39. Sense of purpose—Young person reports that "my life has a purpose."</p> <p>40. Positive view of personal future—Young person is optimistic about her or his personal future.</p>



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